









reporting templates and timelines that are aligned with the cycle. Each step of the cycle is described below. Additional details may be found in the Appendix.

**Step 1: Development of an Assessment Plan (due in the fall)**

The *Assessment Plan*: (1) describes the PSLO's that will be examined, (2) the course(s) where the assessments will be conducted (if applicable), (3) the methods and tools that will be used to conduct the assessments, (4) the benchmarks (how the program defines proficiency) students are expected to meet, and (5) the number of students that will be assessed. Programs will have an opportunity to revise their plans, if necessary, throughout the year.

When developing the annual assessment plan, programs are not expected to assess every student and/or every course where the SLO is addressed (although they can, if desired). However, programs should expect to collect enough information with which to make *reasonably valid inferences* as to how well the expected outcome(s) is being met. This may require gathering data from multiple sections and/or multiple courses. Sampling methods are encouraged in order to make the data collection process manageable.

**Step 2: Assessment Findings and Action Plan (due in the spring)**

After the assessment has been conducted, a *Findings and Action Plan* report is submitted. The Findings contain analyses of the results, explain the extent to which the PSLO(s) were met, and describe any changes that were made to the methods employed after the original plan submitted. Programs are encouraged to provide quantitative and/or qualitative data to support their findings.

The Action Plan describes the steps that will be taken to improve student performance stemming from the assessments undertaken in the prior year. For example, if the assessment results suggest that benchmarks were not met, programs may describe changes to pedagogy, course requirements, prerequisites, new equipment, etc. that will be implemented to help improve students' performance. If additional funding is necessary, programs should indicate why the funding is needed and how it will impact student performance.

**Step 3: Using the Results for Improvement ("Closing the Loop")**

The final step, often referred to as "Closing the Loop," requires programs to report on the outcomes after they have implemented their Action Plans. Closing the loop does not suggest that all assessments will require changes. If an SLO is achieved at a satisfactory level, as established by the faculty or outside accreditor, then future assessments may focus on closely monitoring student performance and selecting another SLO to review. The "Closing the Loop" report is due in the second spring semester following the submission of the original assessment plan (Step 1 above)

## General Education Assessment

BCC's General Education curriculum is designed to provide students with coherent program of courses, allowing them to acquire a breadth of essential knowledge and skills in a variety of disciplines important for every educated person. At BCC and throughout CUNY, general education is known as "Pathways", a framework for gen ed established in 2013 designed to facilitate transfer across the University. The centerpiece of this framework is a 30-credit general education [Common Core](#), consisting of a four course (12-credit) [Required Core](#) in English, Math and Scientific Reasoning, and a six course (18-credit) [Flexible Core](#) in Liberal Arts and Sciences. Collectively, these courses account for half of most students' coursework at CUNY's community colleges.

[Courses approved](#) for inclusion into Pathways must address specific learning outcomes established by CUNY. A list of the Pathways learning outcomes is available in the Appendix. Each college throughout the University has discretion as to how to approach assessment of Pathway's outcomes, and BCC, like several other colleges in the University, has elected to develop overarching "competencies" to help facilitate assessment of the flexible and common core. Each competency was approved by the BCC Assessment Council, reviewed by BCC's Senate, and is closely aligned with Pathways' learning outcomes. BCC's six Gen Ed competencies are:

1. **Communication (oral and written)**  
Communicate effectively in various forms.
2. **Critical Thinking**  
Evaluate evidence and arguments critically and analytically.
3. **Quantitative Reasoning**  
Ability to reason and solve problems using quantitative evidence in various fields of interest and in everyday life.
4. **Scientific Reasoning**  
Apply scientific methods and reasoning to investigate issues/problems in the natural and social sciences in order to draw conclusions and create new knowledge.
5. **Digital Technology Competence**  
Acquire necessary knowledge and skills to use a wide array of technological tools.
6. **Information Literacy**  
Gather, interpret, and assess information from a variety of sources and points of view.

### General Education Assessment Process

Competencies are assessed vis-à-vis rubrics developed and agreed to be used by faculty for the purpose of assessing the Gen Ed curriculum. The process and timing of the assessments are established by the BCC Academic Assessment Council in consultation with the Office of Academic Affairs and the Office of Institutional Effectiveness. Below is a brief description of the process:

### *Spring Semester*

- In the spring preceding the scheduled assessment, the Assessment Council will select gen ed competencies to assess the following year (2-3 per year).
- The Provost/Dean will then contact chairs informing them of competencies to be assessed in fall.

### *Summer*

- The Office of Institutional Effectiveness will identify the courses aligned with the selected competencies from the list of fall course offerings.

### *Fall Semester*

- Courses/sections selected for the assessment are selected in coordination with chairs
- Chairs/OIE contact instructors teaching selected Pathways courses/sections.
- OIE randomly selects students who will partake in the assessment and notifies instructors.
- Instructors send artifacts and related assignments to OIE by end of semester.
- OIE collates and codes artifacts. Names and other identifiable information are redacted

### *Winter/Spring semester*

- De-identified artifacts scored by two raters using BCC's gen ed rubric. Scores are entered into a form provided by OIE. Norming session provided
- Rubric scores tabulated by OIE
- Report created by OIE and shared with Assessment Council, OAA, Chairs, etc.

## Academic Assessment Calendar

### ----- Fall Semester -----

|                   | August                                 | September  | October                                     | November  | December  |
|-------------------|--|--|---|---|---|
| Program           | Planning for annual assessment project | <b>15</b> - Assessment plans due (year 1)<br><b>15</b> – Action plans from prior year due (year 2) | <b>15</b> – Assessment plans approved by OA | <b>Ongoing</b> – Consultation with assessment staff | <b>Ongoing</b> – Consultation with assessment staff           |
| General Education |  | <b>15</b> – Instructors are notified which students have been randomly selected in their courses.  |   |   | <b>20</b> - Instructors upload artifacts to collection portal |

### ----- Spring Semester -----

|                   | January   | February                               | March  | April   | May   |
|-------------------|---|--|--|---|---|
| Program           | <b>25</b> – Assessment Day  |  |  |   | <b>31</b> – Closing the Loop Reports due  |
| General Education | <b>Ongoing</b> – OA collates artifacts and prepares them for scoring<br><b>25</b> – Artifact scoring begins | <b>Ongoing</b> – Artifacts are scoring | <b>15</b> – Report prepared by OA of Assessment results<br><b>31</b> – Report to presented to Assessment Council | <b>Ongoing</b> – Discussion of results with Assessment Council and stakeholder groups | <b>15</b> - Instructors are notified that there course was selected to be assessed. |



## General Education Assessment Calendar (subject to change)

| Competency              | Req Core | Flexible Core          | F23 | S24 | F24 | S25 | F25 | S26 | F26 | S26 | F26 | S27 | F27 | S28 |
|-------------------------|----------|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Communication           |          |                        |     |     |     |     |     |     |     |     |     |     |     |     |
| Oral Communication      | X        | WCGI                   | --- | --- | --- | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  |
| Written Communication   | X        | WCGI                   | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  | CIS | DC  | ARP |
| Quantitative Reasoning  | X        |                        | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  | CIS | DC  | ARP |
| Information Literacy    | X        | WCGI, USED, CE, IS, SW | --- | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  | CIS | DC  |
| Critical Thinking       | X        | WCGI, USED, CE, IS, SW | --- | --- | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  | CIS |
| Scientific Reasoning    | X        | SW                     | --- | --- | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  | CIS |
| Digital Tech Competence | X        | CE                     | --- | --- | --- | DC  | ARP | IP  | IP  | CIS | DC  | ARP | IP  | IP  |

**Flexible Core:**

WCGI: World Cultures and Global Issues  
 USED: U.S. Experience in Diversity  
 CE: Creative Expression  
 IS: Individual and Society  
 SW: Scientific World

**Key:**

DC: Data Collection  
 ARP - Analyze, Report, and Plan  
 IP - Implement Plan  
 CIS - Continuous Improvement Strategies

## **General Education (Pathways)**

### **Required Core Student Learning Outcomes**

#### **English Composition**

A course in this area must meet all of the following learning outcomes. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

#### **Mathematical and Quantitative Reasoning:**

A course in this area must meet all of the following learning outcomes. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

#### **Life and Physical Sciences:**

A course in this area must meet all of the following learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory<sup>2</sup> investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

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<sup>1</sup> This document is adapted from "Common Core Structure: Final Recommendation to the Chancellor," accepted by Chancellor Goldstein in December 2011.

<sup>2</sup> "Laboratory" may include traditional wet labs, simulations, or field experience.

## **General Education (Pathways)**

### **Flexible Core Student Learning Outcomes**

The Flexible Common Core features six liberal arts and sciences courses<sup>2</sup>, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary **field**.

All Flexible Core courses must meet the following three learning outcomes. A student will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

#### **A. World Cultures and Global Issues**

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

#### **B. U.S. Experience in its Diversity**

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### **C. Creative Expression**

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

### **D. Individual and Society**

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

### **E. Scientific World**

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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<sup>1</sup> This document is adapted from "Common Core Structure: Final Recommendation to the Chancellor," accepted by Chancellor Goldstein in December 2011)

<sup>2</sup> "Liberal arts and sciences" courses are defined by the New York State Education Department.  
<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>.



## RUBRIC FOR WRITTEN COMMUNICATION

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Directions:** Please rate work samples on each dimension on the left-hand side of the rubric. Evaluators are encouraged to assign a zero to any work that does not meet Level-1 performance.

| Dimensions                                       | Accomplished<br>(Level 4)  | Competent<br>(Level 3)   | Achieving/Developing<br>(Level 2)  | Beginning/Novice<br>(Level 1)   | Does not meet |
|--|--|--|--|---|---------------|
| <b>Context of and Purpose for Writing</b>        | Demonstrates a thorough understanding of the context, audience, and purpose of the assigned task(s).   | Demonstrates adequate understanding of the context, audience, and purpose of the assigned task(s).   | Demonstrates awareness of the context, audience, and purpose of the assigned task(s).  | Demonstrates minimal attention to the context, audience, and purpose of the assigned task(s).   |               |
| <b>Content Development</b>                       | Features appropriate and relevant content (issues, theories, abilities and methodologies) and/or applies problem-solving skills to convey mastery of the material. | Includes mostly appropriate and relevant content (issues theories, abilities and methodologies) and/or applies problem-solving skills to convey a sound understanding of the material. | Includes some appropriate and relevant content (issues theories, abilities and methodologies) and/or applies problem-solving skills to convey a basic understanding of the material. | Uses minimal content (issues theories, abilities and methodologies) and/or problem-solving skills, and shows limited understanding of the material. |               |
| <b>Disciplinary and Genre Conventions</b>        | Demonstrates successful execution of discipline-specific conventions for organization, content, presentation, formatting, and/or citation.                         | Demonstrates satisfactory ability to use discipline-specific conventions for organization, content, presentation, formatting, and/or citation, with occasional inconsistencies.        | Uses some discipline-specific conventions for organization, content, presentation, formatting, and/or citation, though errors are apparent.  | Makes minimal use of discipline-specific conventions for organization, content, presentation, formatting, and/or citation.                          |               |
| <b>Evidence and Sources</b>                      | Skillfully integrates credible, relevant sources to develop ideas that are appropriate to the discipline.  | Integrates credible, relevant sources to support ideas that are situated within the discipline.  | Uses some credible and/or relevant sources to support ideas, though integration is inconsistent.   | Makes minimal use of credible, relevant sources.  |               |
| <b>Language: Control of Syntax and Mechanics</b> | Uses clear, accurate and virtually error-free language that skillfully communicates meaning to readers.  | Uses mostly clear, accurate language that conveys meaning to readers, though some errors may be present.   | Uses language that conveys some meaning to readers, although writing may include errors that often interfere with comprehension.   | Uses language that impedes meaning because of errors in usage.  |               |

## Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric.

### **Context of and Purpose for Writing**

The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience.

Writers might want to, for example:

- persuade or inform;
- report or summarize information;
- work through complexity or confusion;
- argue with other writers or connect with other writers;
- convey urgency or amuse;
- write for themselves or for an assignment or to remember.

### **Content Development**

The ways in which the text explores and represents its topic in relation to its audience and purpose.

### **Disciplinary and Genre Conventions**

Formal and informal rules that constitute what is seen generally as appropriate within different academic fields (e.g., introductory strategies, use of passive voice or first-person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic). *Genre conventions* refers to formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices (e.g., lab reports, academic papers, poetry, webpages, or personal essays).

### **Evidence and Sources**

Evidence refers to source material that is used to extend, in purposeful ways, writers' ideas in a text. Sources refers to texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes—to extend, argue with, develop, define, or shape their ideas, for example. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.



## RUBRIC FOR INFORMATION LITERACY

**Definition:** The ability to know when there is a need for information, to be able to identify, locate, and effectively use and share that information for the problem at hand.

**Directions:** Please rate work samples on each dimension on the left side of the rubric. Evaluators are encouraged to assign a zero to any work that does not meet Level-1 performance.

| Dimensions  | Accomplished<br>(Level 4)  | Competent<br>(Level 3)  | Achieving/Developing<br>(Level 2)   | Beginning/Novice<br>(Level 1)  | Does not meet |
|---|--|---|---|--|---------------|
| <b>Gather relevant information</b>                                  | Gathers and/or identifies detailed and appropriate information effectively.  | Gathers and/or identifies sufficiently detailed and appropriate information.  | Gathers and/or identifies some information.   | Gathers and/or identifies minimal information.   |               |
| <b>Critically Evaluate information</b>                              | Examines own and/or authors' assumptions effectively and carefully evaluates the relevance of contexts (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Examines own and/or authors' assumptions sufficiently and evaluates the relevance of contexts (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Displays some examination of own and/or authors' assumptions and shows effort in evaluating relevance of contexts (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Examines own and/or authors' assumptions minimally and/or little evaluation of relevance of contexts (such as relevance to the research question, currency, authority, audience, and bias or point of view). |               |
| <b>Use Information Effectively to Accomplish a Specific Purpose</b> | Communicates, organizes, and synthesizes information from sources fully to achieve a specific purpose with clarity and depth.  | Communicates, organizes, and synthesizes information from sources and the intended purpose is sufficiently achieved.  | Communicates and organizes information from sources but the information is only partially synthesized, so the intended purpose is partially achieved.   | Communicates information from sources. The information is fragmented and/or used inappropriately, so the intended purpose is minimally achieved.   |               |
| <b>Identify and Integrate Sources Effectively and Ethically</b>     | Correctly uses information presentation strategies such as citation, paraphrasing, summary, and distinguishing between common knowledge and ideas requiring attribution.                                       | Sufficiently uses information presentation strategies such as citation, paraphrasing, summary, and distinguishing between common knowledge and ideas requiring attribution.                           | Partially uses information presentation strategies such as citation, paraphrasing, summary, and distinguishing between common knowledge and ideas requiring attribution.  | Minimally uses information presentation strategies such as citation, paraphrasing, summary, and distinguishing between common knowledge and ideas requiring attribution.                                     |               |



## RUBRIC FOR QUANTITATIVE REASONING

**Definition:** Ability to reason and solve problems using quantitative evidence in various fields of interest and in everyday life.

**Directions:** Please rate work samples on each dimension on the left-hand side of the rubric. Evaluators are encouraged to assign a zero to any work that does not meet Level-1 performance.

| Dimensions   | Accomplished<br>(Level 4)   | Competent<br>(Level 3)  | Developing<br>(Level 2)   | Beginning/Novice<br>(Level 1)   | Does not meet |
|--|---|---|---|---|---------------|
| <b>Read and understand information presented in mathematical forms</b><br>(e.g., equations, graphs, diagrams, tables, words) | Skillfully demonstrates full understanding of quantitative information presented. | Demonstrates adequate understanding of most quantitative information presented.               | Demonstrates minimal understanding of quantitative information presented. | Misunderstanding of the quantitative information presented.               |               |
| <b>Calculation</b>   | Skillfully calculates and applies information to solve problems with no errors.   | Adequately performs calculations and applies information to solve problems with minor errors. | Limited ability to calculate and apply information to solve problems.     | Unable to calculate and apply information to solve problems.              |               |
| <b>Analyze and interpret quantitative results</b>  | Skillfully analyzes and interprets quantitative results.                          | Satisfactorily analyzes and interprets quantitative results.                                  | Minimally analyzes and interprets quantitative results.                   | Inaccurately analyzes and interprets quantitative results.                |               |
| <b>Apply and/or communicate quantitative results</b>   | Skillfully applies and/or communicates (explains) quantitative results.           | Satisfactorily applies and/or communicates (explains) quantitative results.                   | Minimally applies and/or communicates (explains) quantitative results.    | Inaccurately applies and/or communicates (explains) quantitative results. |               |





## **BCC Academic Assessment Council**

### **Mission Statement**

The Academic Assessment Council supports campus-wide Student Learning Outcomes assessment of academic programs, courses, and General Education by guiding departments in the development and management of the ongoing practice of assessment.

### **Objectives**

- Implement best practices for the assessment of General Education, academic programs, and courses based on Student Learning Outcomes (SLOs).
- Develop assessment tools, measures, and recommendations for improvement
- Develop assessment practices that contribute to improvements for student learning and success.
- Encourage and foster collaboration across departments for interdisciplinary partnerships
- Support re-accreditation efforts with Middle States

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### **Roles/Responsibilities**

Appointed by the Vice President for Academic Affairs, the Council is comprised of a full-time faculty member from each academic department, the Library, and Writing Across the Curriculum. A faculty co-chair shall be elected by the Council at the start of every academic year. The second co-chair shall be a member of the Office of Institutional Effectiveness.

Each faculty member serves as a designated "Assessment Coordinator," with the following responsibilities:

- Attend meetings of the Assessment Council
- Engage in the alignment of the Council's mission and objectives to the College's Strategic Plan. Mission & Goals.
- Facilitate the process of general education, program, and course assessment within their departments and assist colleagues on assessment practices.
- Advocate faculty driven assessment driven assessment outcomes that are S.M.A.R.T – Specific, Measurable, Attainable, Realistic & Timely.
- Keep chairpersons and colleagues updated on campus-wide and departmental assessment matters.
- Prepare and submit assessment reports in consultation with stakeholders – department chair, colleagues and course coordinators.
- Share in the rotation of serving on the Council's evaluation team, reviewing assessment reports, and providing feedback.
- Lead in the organization of BCC's annual Assessment Day along with the Assessment Team and the Office of Institutional Research.